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ABSTRACT

Quality of instruction and adequacy of program were examined in a survey of students selected by major areas of concentration. A stratified random sample of 330 students was selected from the student directory, with 55 people chosen in each of the broad major areas: science, social science, humanities, education, music, and business. Telephone interviews were conducted and a set list of statements provided following a Likert format. Student responses were summarized by major area and a chi-square analysis performed for each question. In general, responses of students from all major areas indicated considerable satisfaction with their programs and the relevance of their programs to their personal lives. Business students expressed the greatest positive feeling about programs and instruction. While not unfavorable, social science students expressed the least positive feeling. Most students did not feel that the university is trying to attack problems of society, but believed that it should be. Most felt their program advising had been inadequate. Student evaluation of instructors was positive, although faculty concern for students was unconvincing, as was interest in teaching as opposed to writing and research. Students were undecided as to how close courses fit the catalog description. (LBH)

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Programs and Instructions: Student Opinions of Quality

INDIANA STUDIES IN PREDICTION

NUMBER TWENTY-EIGHT

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PROGRAMS AND INSTRUCTIONS: STUDENT OPINIONS OF QUALITY

by
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Indiana Studies in Prediction
Number Twenty-Eight

1975
Bureau of Educational Studies and Testing
Division of Research and Development
Indiana University
Bloomington, Indiana

Introduction

One estimate of University effectiveness is found in the opinions of its students. It was the intent of this study to survey student opinions in two areas: quality of instruction and adequacy of program.

Procedure

The basic procedure was to select samples of students by major areas of concentration, conduct a structured interview, and summarize responses by major area.

A stratified random sample of 330 students was selected from the student directory. Fifty-five people were selected in each of the broad major areas listed as Science, Social Science, Humanities, Education, Music, and Business. Within a major area students were identified. Actually, data were to be accumulated on fifty students in each major area; five additional students were selected as alternates in case some of the fifty were no longer enrolled, were away from campus, or were otherwise not available.

The sample was not large, but was carefully selected by acceptable procedures. For this reason some confidence can be placed in the results in spite of the size of the sample.

Telephone interviews were done by graduate students familiar with interview procedures. A set list of statements was provided following a Likert format. All students were advised as to the purpose of the interview, that their responses would be kept anonymous, and that they might decline to provide information if they wished. None declined. All interviews were made during a one-week period in mid spring semester, 1975.

The responses of students were summarized by major area. For each item, responses were weighted 4 for strongly agreeing with the statement, 3 for agreeing, 2 for being undecided, 1 for disagreeing, and 0 for strongly disagreeing. In the case of negatively stated items this procedure was reversed. For each item an arithmetic average was computed for students in each of the major areas. These means are plotted in Table 1.

In addition, a chi-square analysis was performed for each question. For this analysis the categories "strongly agree" and "agree" were combined into one and the categories "strongly disagree" and "disagree" were

combined into one. The chi-square analyses were then performed on three (agree, uncertain, disagree) by six (academic area) contingency tables. A significant result ($p<.01$ or $p<.05$) means there is an association between content area and tendency to agree or disagree with a particular statement. The results of these chi-square analyses are also presented in Table 1. The actual response frequencies for all categories for each statement and for each major area are provided in the Appendix.

Program Quality

In general, responses of students from all major areas indicated considerable satisfaction with their programs. Global dissatisfaction was inferred from responses to Item 3: "On the whole programs at the University are a disappointment to me." All students tended to disagree with this item, while business students especially disagreed with it.

Item numbers 1, 4, and 5 dealt with the contributions of the students' programs to their own lives. Their disagreement with Item 1 indicated that they did not believe most of what they were learning was useless

outside the University. In fact, the students seemed to feel that their academic work made their lives more meaningful (Item 5). However, only Business students agreed that University programs helped them find direction in life (Item 4); other students were undecided, or disagreed slightly with that statement.

The social involvement of the University and its faculty was the focus of Items 2 and 6. Only Science students tended to agree that the University is trying hard to attack the problems of society (Item 2); Education and Business students as a group were undecided, while Social Science, Humanities, and Music students disagreed. Students from all major areas were inclined to agree that college faculty should be actively involved in social issues (Item 6). Social Science and Education students agreed most strongly, Business students least strongly.

Statements related to the career focus of programs (Items 7, 8, and 11) elicited varied responses. Students from all major areas disagreed with the statement, "I have very little idea about the kind of job my major leads to" (Item 7); Science, Education, Music, and Business students were disposed to disagree quite strongly.

The response to Item 8 was more moderate; only Business students clearly disagreed that "Program structures force a student to make career decisions too early." Responses to Item 11 indicated that many students believed their programs need a stronger vocational orientation. This was particularly true for Social Science students; Science and Business students agreed more moderately, while Humanities, Education and Music students in the aggregate disagreed very slightly.

Most students tended to believe that the various courses in their programs tie together well (Item 9); Business students appeared to believe this most strongly, and Social Science students least strongly. However, no student group agreed that, "I have received excellent program advising at the University" (Item 10). Social Science and Education students disagreed most clearly at this point, while Science and Business students were essentially undecided.

It may be inferred that catalog descriptions are not very helpful either. Students from no major area agreed that "Catalog descriptions of courses correspond closely with the actual course content" (Item 28).

Social Science students agreed that "My program stresses the cultural and social aspects of life"

(Item 12), but Science and Business students disagreed. Students from other major areas agreed very slightly. Item 13, "My program provides adequate advanced, specialized work in my major" elicited responses in the range between "uncertain" and "agree," with Music students' responses the most positive, and Social Science students' responses the least positive.

Item 14, which dealt with the currency of the program, was more favorably perceived. Science students strongly believed that their programs were up-to-date, while students from all other major areas quite clearly agreed with the item.

Scarcity of appropriate study areas may be a problem for some, but apparently is not a serious problem to most students. Item 30, "It is continually difficult to find a good place to study," drew mild disagreement from students in all major areas, particularly those in the Humanities and Business.

Quality of Teaching

Items related to quality of instruction were scattered throughout the questionnaire. When all content areas are considered simultaneously these items reflect student evaluations of quality of instruction. In this study the evaluation tended to be positive. Students felt their instructors had good grasps of the knowledge in their fields (Item 21), typically made good class presentations (Item 22), were often enthusiastic (Item 25), were usually available out of class (Item 23), were fair graders (Item 24), and gave students adequate responsibility (Item 15). No aspect of instruction tapped by this survey was given a consistently negative evaluation. If students were not positive they were equivocal.

The generally positive student evaluation should be kept in mind as we discuss the evaluations of instruction by students in the six different content areas. Obviously, those students who were relatively negative about some aspect of instruction may still have been somewhat positive in an absolute sense. The reader should also examine the detailed results presented in the Appendix.

The most positive group with respect to evaluation

of instruction was the Business student sample. Their evaluations were consistently and clearly favorable. More than in any other content area the Business students felt their professors were interested in teaching as opposed to other scholarly work (Item 17), gave good class presentations (Item 22), were available out of class (Item 23), were fair graders (Item 24), and allowed adequate time for class discussion (Item 31). Business students also claimed their course objectives were clear from the start (Item 27) and that they "learned more in class than in bull sessions" (Item 18).

The Social Science students probably provided the least positive ratings for instruction, but on many items their responses were indistinguishable from students in other areas. The Social Science students saw the faculty as relatively more interested in research and other scholarly pursuits than in teaching (Item 17), and they felt the faculty showed relatively less concern for students as individuals (Item 16). Social Science students also tended to believe that their instructors put too much emphasis on theory (Item 19), were unavailable outside of class (Item 23), and were likely to show less enthusiasm for teaching (Item 25). This relatively unenthusiastic evaluation of instruction by Social

Science students extended to their perception of teaching in the University as a whole. They were the only group who tended to disagree with the statement "I am very happy with the quality of teaching I have seen at the University."

Students in the Sciences were generally favorable in their evaluation of instruction at the University. More specifically, they tended to feel that their instructors had good grasps of the material (Item 21), showed enthusiasm for teaching (Item 25), and gave students adequate responsibility (Item 15). The Science students emerged as the most negative group on only one item. They were not certain that enough time was allowed for classroom discussion (Item 31).

Attitudes toward instruction for students in Music, in Education, and in the Humanities were less extreme than comparable student attitudes in the areas already discussed. Music students, in particular, felt that the faculty was concerned about students as individuals (Item 16), but were less impressed with the quality of class presentation (Item 22) than were students in other areas. Also, Music students were less satisfied with the quality of tests (Item 26) and with fairness in grading than were other students (Item 24).

Humanities students were pleased with the balance between theory and application (Item 19). On the other hand, they thought course objectives were more ambiguous than did students from other areas (Item 27).

Education students tended to be unimpressed with the quality of class presentations (Item 22), and were unsure about the fairness of grading (Item 24). Also, Education students indicated that they were likely to learn more practical knowledge from bull sessions than they learned in class (Item 18).

In general, across all major areas students believed that faculty had good grasps of the knowledge in their fields, tended to be fair graders, and tended to have enthusiasm for their work. However, there is a broad spectrum of instructional activities--relative emphasis on theory and application, quality of teaching, quality of examinations, correspondence of course with catalog descriptions, extent to which courses are challenging, and time allotted to discussion--about which many students were undecided.

Conclusions

The data appear to support the following conclusions:

1. Students across all majors expressed general satisfaction with both their programs and instruction.

2. Business students expressed the greatest positive feeling about programs and instruction.

3. While not unfavorable, Social Science students expressed the least positive feeling for their programs and instruction.

4. Students tended to feel that the University has positively affected their lives, and that what they learn has relevance outside the University.

5. Most students did not feel that the University is trying to attack problems of society, but believed that the University should be doing so.

6. Most students believed they knew what kind of job their programs lead to, but Business and Social Science students believed their programs needed a stronger vocational orientation.

7. Most students tended to believe their program advising has been inadequate.

8. Students believed that their instructors had good grasps of their subjects, made satisfactory presentations, and were probably fair graders.

9. Students believed their programs were up-to-date.

10. Science and Business students believed that their programs did not stress cultural or social aspects of life, while students in Education, Science, and Music were uncertain.

11. Faculty concern for students is unconvincing, as is interest in teaching as opposed to writing and research. In spite of this faculty reflect some enthusiasm in teaching.

12. Students were undecided as to how close courses fit the catalog description, which probably means that many courses must deviate clearly from their descriptions.

Table 1. Mean Score by Major Area on All Items

Sc = Science
SS = Social Science
Hu = Humanities
Ed = Education
Mu = Music
Bu = Business

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

ITEM		SD	D	U	A	SA	X^2
		1	2	3	4	5	
1. Most of what I am learning in my program is useless outside the University.	Sc SS Hu Ed Mus Bus						p<.05
2. I believe the University is trying hard to attack the problems of society.	Sc SS Hu Ed Mus Bus						ns
3. On the whole programs at the University are a disappointment to me.	Sc SS Hu Ed Mus Bus						p<.05
4. University programs have helped me find my direction in life.	Sc SS Hu Ed Mus Bus						p<.01
5. My academic work has made my life much more meaningful.	Sc SS Hu Ed Mus Bus						ns

Table 1--Continued

		SD 1	D 2	U 3	A 4	SA 5	χ^2
6. College faculty should be actively involved in social issues.	Sc SS Hu Ed Mus Bus						p<.01
7. I have very little idea about the kind of job my major leads to.	Sc SS Hu Ed Mus Bus						p<.05
8. Program structures force a student to make career decisions too early.	Sc SS Hu Ed Mus Bus						ns
9. The various courses in my program do not tie together well.	Sc SS Hu Ed Mus Bus						p<.01
10. I have received excellent program advising at the University.	Sc SS Hu Ed Mus Bus						p<.01
11. My program needs a stronger vocational orientation.	Sc SS Hu Ed Mus Bus						p<.05

Table 1--Continued

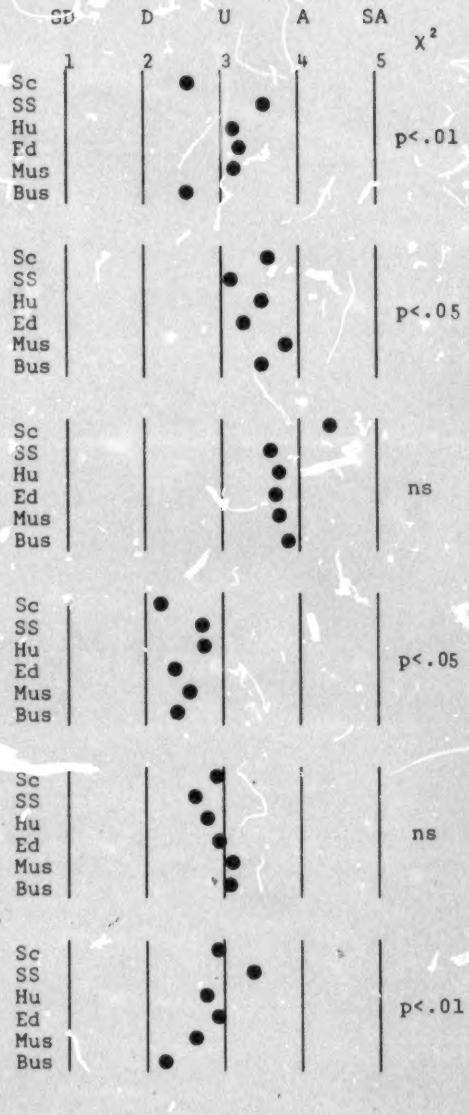


Table 1--Continued

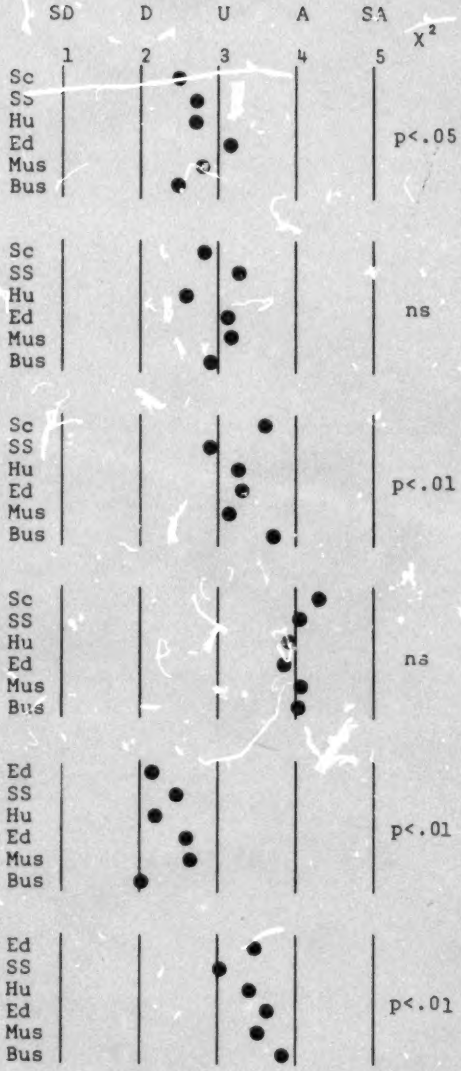
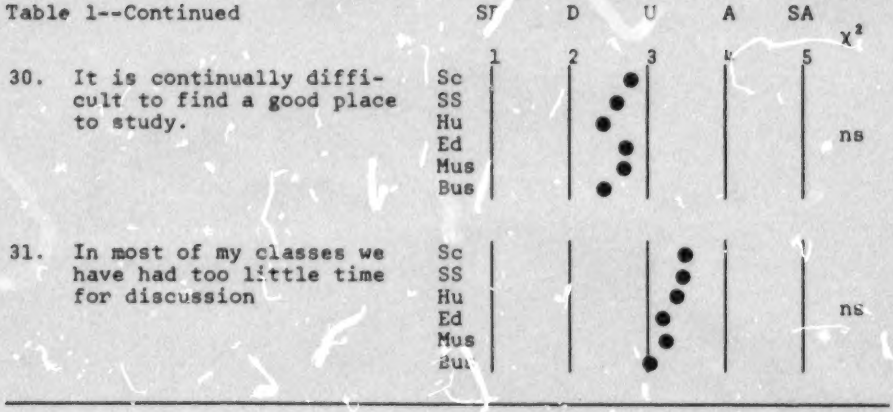


Table 1--Continued

		SD 1	D 2	U 3	A 4	SA 5	χ^2
24. My instructors have typically been fair graders.	Sc SS Hu Ed Mus Bus				● ● ● ● ● ●		p<.05
25. Instructors have little enthusiasm for their teaching.	Sc SS Hu Ed Mus Bus		● ● ● ● ● ●				ns
26. Most of my class examinations have been poorly constructed.	Sc SS Hu Ed Mus Bus		● ● ● ● ● ●				ns
27. In most of my classes the course objectives were clear from the start.	Sc SS Hu Ed Mus Bus			● ● ● ● ● ●			ns
28. Catalog descriptions of courses correspond closely with the actual course content.	Sc SS Hu Ed Mus Bus			● ● ● ● ● ●			p<.05
29. Few instructors have made their courses really challenging to me.	Sc SS Hu Ed Mus Bus		● ● ● ● ● ●				ns

Table 1--Continued



APPENDIX

Category Responses by Major Areas

Sc = Science
SS = Social Science
Hu = Humanities
Ed = Education
Mu = Music
Bu = Business

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

	ITEM		SD	D	U	A	SA
1.	Most of what I am learning in my program is useless outside the University.	Sc	30.6	42.9	6.1	16.3	4.1
		SS	23.3	48.8	4.7	20.9	2.3
		Hu	40.5	40.5	4.8	14.3	0
		Ed	13.5	50.0	3.8	30.8	1.9
		Mus	36.6	48.8	9.8	4.9	0
		Bus	28.0	66.0	2.0	4.0	0
2.	I believe the University is trying hard to attack the problems of society.	Sc	0	26.5	28.6	42.9	2.0
		SS	2.3	44.2	30.2	23.3	0
		Hu	2.4	47.6	23.8	26.2	0
		Ed	9.6	26.9	17.3	42.3	3.8
		Mus	7.3	29.3	34.1	29.3	0
		Bus	2.0	32.0	34.0	28.0	4.0
3.	On the whole programs at the University are a disappointment to me.	Sc	12.2	63.3	8.2	16.3	0
		SS	9.3	60.5	7.0	20.9	2.3
		Hu	23.8	47.6	7.1	14.3	7.1
		Ed	3.8	48.1	11.5	34.6	1.9
		Mus	12.2	58.5	17.1	9.8	2.4
		Bus	26.0	60.0	2.0	10.0	2.0
4.	University programs have helped me find my direction in life.	Sc	10.2	28.6	24.5	34.7	2.0
		SS	11.6	44.2	18.6	23.3	2.3
		Hu	9.5	33.3	16.7	31.0	9.5
		Ed	1.9	61.5	11.5	19.2	5.8
		Mus	12.2	34.1	17.1	31.7	4.9
		Bus	0	40.0	2.0	40.0	18.0

Category Responses by Major Areas (Continued)

			SD	D	U	A	SA
5.	My academic work has made my life much more meaningful.	Sc	6.1	8.2	10.2	59.2	16.3
		SS	7.0	25.6	14.0	39.5	14.0
		Hu	4.8	11.9	7.1	61.9	14.3
		Ed	3.8	26.9	17.3	44.2	7.7
		Mus	14.6	19.5	12.2	46.3	7.3
		Bus	8.0	10.0	18.0	54.0	10.0
6.	College faculty should be actively involved in social issues.	Sc	4.1	16.3	26.5	38.8	14.3
		SS	0	9.3	18.6	51.2	20.9
		Hu	2.4	7.1	26.2	54.8	9.5
		Ed	0	3.8	19.2	73.1	3.8
		Mus	0	12.2	31.7	43.9	12.2
		Bus	0	36.0	14.0	44.0	6.0
7.	I have very little idea about the kind of job my major leads to.	Sc	57.1	26.5	6.1	8.2	2.0
		SS	30.2	53.5	4.7	7.0	4.7
		Hu	33.3	42.9	4.8	11.9	7.1
		Ed	50.0	46.2	3.8	0	0
		Mus	48.8	46.3	0	0	4.9
		Bus	34.0	64.0	2.0	0	0
8.	Program structures force a student to make career decisions too early.	Sc	8.2	53.1	16.3	18.4	4.1
		SS	4.7	48.8	11.6	30.2	4.7
		Hu	7.1	52.4	7.1	26.2	7.1
		Ed	7.7	40.4	9.6	34.6	7.7
		Mus	4.9	41.5	19.5	26.8	7.3
		Bus	16.0	60.0	8.0	16.0	0
9.	The various courses in my program do not tie together well.	Sc	28.6	42.9	6.1	20.4	2.0
		SS	7.0	48.8	4.7	34.9	4.7
		Hu	14.3	45.2	11.9	21.4	7.1
		Ed	25.0	55.8	7.7	7.7	3.8
		Mus	14.6	63.4	2.4	17.1	2.4
		Bus	16.0	82.0	2.0	0	0
10.	I have received excellent program advising at the University.	Sc	20.4	26.5	8.2	32.7	12.2
		SS	39.5	20.9	9.3	25.6	4.7
		Hu	21.4	42.9	11.9	19.0	4.8
		Ed	28.8	40.4	3.8	26.9	0
		Mus	17.1	43.9	12.2	26.8	0
		Bus	10.0	24.0	26.0	34.0	6.0

Category Responses by Major Areas (Continued)

			SD	D	U	A	SA
11.	My program needs a stronger vocational orientation.	Sc	4.1	30.6	16.3	28.6	20.4
		SS	0	25.6	4.7	44.2	25.6
		Hu	7.1	47.6	0	31.0	14.3
		Ed	11.5	30.8	11.5	42.3	3.8
		Mus	4.9	46.3	9.8	29.3	9.8
		Bus	4.0	24.0	12.0	48.0	12.0
12.	My program stresses the cultural and social aspects of life.	Sc	8.2	57.1	4.1	30.6	0
		SS	7.0	18.6	4.7	58.1	11.6
		Hu	4.8	31.0	11.9	47.6	4.8
		Ed	5.8	30.8	13.5	34.6	15.4
		Mus	7.3	24.4	19.5	41.5	7.3
		Bus	4.0	60.0	14.0	20.0	2.0
13.	My program provides adequate advanced, specialized work in my major	Sc	10.2	14.3	2.0	46.9	26.5
		SS	4.7	34.9	16.3	32.6	11.6
		Hu	2.4	21.4	11.9	45.2	19.0
		Ed	0	34.6	9.6	40.4	15.4
		Mus	2.4	12.2	9.8	51.2	24.4
		Bus	0	22.0	2.0	72.0	4.0
14.	My program appears to be up-to-date.	Sc	0	2.0	4.1	53.1	40.8
		SS	4.7	16.3	7.0	58.1	14.0
		Hu	2.4	11.9	4.8	69.0	11.9
		Ed	5.8	7.7	11.5	65.4	9.6
		Mus	0	22.0	2.4	56.1	19.5
		Bus	0	8.0	4.0	80.0	8.0
15.	Instructors give students too little responsibility for acquiring their own knowledge.	Sc	14.3	63.3	8.2	14.3	0
		SS	4.7	58.1	7.0	18.6	11.6
		Hu	11.9	40.5	14.3	26.2	7.1
		Ed	5.8	61.5	21.2	11.5	0
		Mus	9.8	53.7	9.8	24.4	2.4
		Bus	0	76.0	10.0	14.0	0
16.	Most faculty are truly concerned about each student as an individual.	Sc	4.1	40.8	18.4	30.6	6.1
		SS	20.9	27.9	20.9	27.9	2.3
		Hu	14.3	40.5	4.8	33.3	7.1
		Ed	5.8	36.5	15.4	38.5	3.8
		Mus	4.9	31.7	14.6	39.0	9.3
		Bus	2.0	38.0	10.0	50.0	0

Category Responses by Major Areas (Continued)

			SD	D	U	A	SA
17.	I feel that most professors are more interested in research, writing or other scholarly work than in teaching.	Sc	2.0	36.7	24.5	34.7	2.0
		SS	4.7	30.2	16.3	20.9	27.9
		Hu	0	59.5	9.5	26.2	4.8
		Ed	0	42.3	19.2	38.5	0
		Mus	9.8	48.8	17.1	19.5	4.9
		Bus	8.0	66.0	12.0	12.0	2.0
18.	I learn more practical knowledge in bull sessions than in my classes.	Sc	2.0	65.3	14.3	16.3	2.0
		SS	2.3	58.1	4.7	27.9	7.0
		Hu	7.1	47.6	9.5	33.3	2.4
		Ed	3.8	34.6	15.4	28.8	17.3
		Mus	7.3	41.5	22.0	19.5	9.8
		Bus	8.0	62.0	14.0	10.0	6.0
19.	My instructors have emphasized too much theory, not enough application.	Sc	6.1	40.8	16.3	36.7	0
		SS	0	34.9	14.0	41.9	9.3
		Hu	0	64.3	7.1	26.2	2.4
		Ed	3.8	36.5	9.6	40.4	9.6
		Mus	2.4	36.6	7.3	48.8	4.9
		Bus	0	48.0	6.0	38.0	6.0
20.	I am very happy with the quality of teaching I have seen at the University.	Sc	0	18.4	8.2	61.2	12.2
		SS	4.7	37.2	18.6	37.2	2.3
		Hu	7.1	26.2	4.8	52.4	9.5
		Ed	1.9	26.9	9.6	55.8	5.8
		Mus	7.3	29.3	7.3	48.8	7.3
		Bus	0	8.0	14.0	74.0	4.0
21.	Most instructors have good grasps of the knowledge in their fields.	Sc	0	2.0	4.1	51.0	42.9
		SS	2.3	0	4.7	74.4	18.6
		Hu	2.4	7.1	2.4	69.0	19.0
		Ed	0	7.7	7.7	76.9	7.7
		Mus	0	4.9	2.4	68.3	24.4
		Bus	0	0	2.0	94.0	4.0
22.	The quality of class presentation by my instructors is typically not good.	Sc	6.1	77.6	8.2	6.1	2.0
		SS	4.7	65.1	11.6	16.3	2.3
		Hu	11.9	59.5	21.4	7.1	0
		Ed	1.9	59.6	13.5	23.1	1.9
		Mus	4.9	53.7	12.2	26.8	2.4
		Bus	10.0	82.0	0	8.0	0

Category Responses by Major Areas (Continued)

		SD	D	U	A	SA
23. My instructors are typically quite available for out-of-class consultation.	Sc	2.0	22.4	12.2	57.1	6.1
	SS	11.6	32.6	2.3	41.9	11.6
	Hu	4.8	19.0	11.9	59.5	4.8
	Ed	3.8	13.5	5.8	69.2	7.7
	Mus	2.4	19.5	9.8	58.5	9.8
	Bus	0	6.0	6.0	86.0	2.0
24. My instructors have typically been fair graders.	Sc	0	10.2	10.2	73.5	6.1
	SS	0	7.0	9.3	74.4	9.3
	Hu	0	7.1	9.5	81.0	2.4
	Ed	0	17.3	13.5	63.5	5.8
	Mus	2.4	19.5	4.9	68.3	4.9
	Bus	0	4.0	0	92.0	4.0
25. Instructors have little enthusiasm for their teaching.	Sc	8.2	73.5	6.1	12.2	0
	SS	7	46.5	18.6	25.6	2.3
	Hu	2.4	81.0	7.1	9.5	0
	Ed	7.7	59.6	13.5	19.2	0
	Mus	12.2	58.5	17.1	9.8	2.4
	Bus	4.0	76.0	12.0	8.0	0
26. Most of my class examinations have been poorly constructed.	Sc	4.1	67.3	12.2	14.3	2.0
	SS	0	65.1	16.3	16.3	2.3
	Hu	4.8	57.1	11.9	23.8	2.4
	Ed	3.8	63.5	9.6	23.1	0
	Mus	2.4	48.8	14.6	29.3	4.9
	Bus	8.0	80.0	4.0	8.0	0
27. In most of my classes the course objectives were clear from the start.	Sc	2.0	20.4	8.2	63.3	6.1
	SS	0	32.6	9.3	51.2	7.0
	Hu	2.4	35.7	9.5	45.2	7.1
	Ed	3.8	23.1	15.4	53.8	3.8
	Mus	4.9	17.1	7.3	68.3	2.4
	Bus	0	18.0	0	78.0	4.0
28. Catalog descriptions of courses correspond closely with the actual course content.	Sc	6.1	36.7	18.4	38.8	0
	SS	18.6	27.9	11.6	37.2	4.7
	Hu	7.1	38.1	19.0	35.7	0
	Ed	9.6	34.6	19.2	36.5	0
	Mus	14.6	22.0	17.1	46.3	0
	Bus	0	30.0	46.0	24.0	0

Category Responses by Major Areas (Continued)

			SD	D	U	A	SA
29.	Few instructors have made their courses really challenging to me.	Sc	8.2	59.2	4.1	24.5	4.1
		SS	0	37.2	16.3	41.9	4.7
		Hu	2.4	45.2	11.9	33.3	7.1
		Ed	5.8	50.0	9.6	34.6	0
		Mus	2.4	43.9	9.8	39.0	4.9
		Bus	0	66.0	4.0	30.0	0
30.	It is continually difficult to find a good place to study.	Sc	10.2	53.1	0	18.4	18.4
		SS	14.0	51.2	2.3	27.9	4.7
		Hu	7.1	71.4	0	16.7	4.8
		Ed	5.8	53.8	1.9	36.5	1.9
		Mus	4.9	58.5	4.9	24.4	7.3
		Bus	4.0	72.0	0	24.0	0
31.	In most of my classes we have had too little time for discussion.	Sc	0	28.6	8.2	49.0	14.3
		SS	0	39.5	2.3	30.2	27.9
		Hu	0	33.3	2.4	52.4	11.9
		Ed	1.9	36.5	0	59.6	1.9
		Mus	0	36.6	4.9	51.2	7.3
		Bus	0	46.0	10.0	40.0	4.0